



SCHOOL OF
MEDICINE

LEARNING ENVIRONMENT OFFICE

Fostering a climate of respect and inclusion

Quarterly Report

July - September 2022

OVERVIEW

In June 2019, the UNM School of Medicine (SOM) launched the Learning Environment Office (LEO) to enhance institutional efforts to prevent, reduce, and address mistreatment, and simultaneously, improve learning environments.

In an effort to promote transparency while preserving confidentiality, LEO is producing quarterly reports that share aggregated data to enhance the overall understanding of learning environments as well as protect anonymity. The data will remain aggregated until we have enough data to not be identifiable. These reports also contain data on exemplary teachers and mistreatment incidents as well as information about LEO's activities.

WHAT'S NEW IN LEO'S QUARTERLY REPORTS

As of 2022, LEO's reports include case studies and/or trend analyses with accompanying discussion prompts. We invite you to engage in deep thinking, critical analysis, and open discussions with your colleagues and in your programs, divisions, and departments about these cases and focus areas.

We see each of you as a partner with responsibility for ensuring respectful, supportive, and inclusive environments. LEO seeks to help build such skills through our education portfolio, which includes our trainings and workshops, and now these cases studies.

Thus, LEO hopes to increase individual skills *and* a sense of responsibility as "upstanders" for inclusion.

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How to get a letter for your promotion file, and updates on iTeach apple pin distribution

2 **LEO Team Members' Recent Successes**

Learn about a new grant for Dr. Gonzales Bosc and a national recognition from AAMC for Dr. Lawrence

3 **Building Inclusive Leadership Program: Applications now open!**

Learn more about the BIL cohort program, which launches in January

4 **Data Dive: How and when does learner mistreatment impact patients?**

An in-depth look at what happens when mistreatment has implications for patient safety and patient care

5 **iTeach Data**

Learn about updated data related to exemplary teaching and behavior across the SOM

6 **Updated Mistreatment Data**

Learn about the latest data and trends related to learner mistreatment at the SOM

7 **Welcome Dr. Finn**

LEO is thrilled to be working with the UNM SOM's new Dean, Dr. Patricia Finn

8 **Meet the LEO Team**

Get to know the 10 members of the LEO team

JOIN US FOR OUR LEO CHAT

What are the latest trends in the learning environment?
What is LEO noticing?

Come join the LEO team to discuss the most updated data and trends in the learning environment.

- We'll discuss the data presented in this report
- **Check out the mistreatment data that we'll be discussing: When mistreatment negatively impacts learners' ability to take care of patients and/or work with their teams**
- Bring your questions!
- Invite your colleagues and learners
- **We'll be joined by Dean Finn!**

**Our next chat will be held on
Monday, November 21 from 2-3pm**

[Click here to RSVP](#)

iTeach: DID YOU KNOW?



If you've received an iTeach recognition, LEO can provide a letter for your promotion, tenure, job application, or dossier.

What's in the letter?

- A description of the iTeach program
- The number of recognitions you have received
- The number of batches in which you have received recognitions
- The comments learners made about your teaching

What do I need to do to get a letter?

- Email us at [hsc-leo\[at\]salud.unm.edu](mailto:hsc-leo[at]salud.unm.edu) with the subject line "iTeach Letter"
- **Provide us with at least a week's notice.** We cannot provide a letter with less time than one week.



FAQ: I never got my iTeach apple pin. Can I still get it?

Yes! All outstanding iTeach pins have now been sent to your department administrator for distribution. Make sure to connect with them to pick it up, and we look forward to seeing you wear your pins around campus!

CHECK OUT LEO TEAM MEMBERS' RECENT SUCCESSES

1

Congratulations to Dr. Liz Lawrence, a LEO team member and Assistant Dean for Professional Well-Being, and the entire OPW team on this national Joy in Medicine recognition!

The American Medical Association is pleased to announce this year's 2022 Joy in Medicine™ Health System Recognition Program recognized organizations. All 28 organizations earned recognition at the Bronze level for their dedication to ensuring the conditions for joy, purpose, and meaning are possible for their physicians and care teams.

For more details about the award, which recognizes the work the Office of Professional Well-Being has done to improve practice efficiency, enhance a culture of wellness and support personal resiliency, see Dr. Finn's congratulatory letter [here](#).



2

Congratulations to Professor Laura Gonzalez Bosc, a LEO team member, and Professor of Cell Biology and Physiology, and who received an American Heart Association Transformatonal Project Award titled: "Disequilibrium in immune homeostasis in hypoxic pulmonary hypertension pathogenesis".

This is a three year award "to support highly innovative, high-impact projects that build on work in progress that could ultimately lead to critical discoveries or major advancements that will accelerate the field of cardiovascular and/or cerebrovascular research".

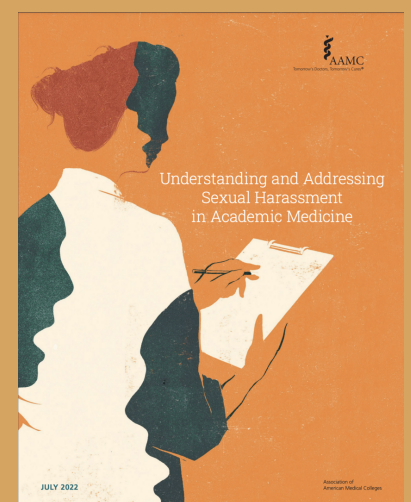
3

The Learning Environment Office was recently interviewed and highlighted in a publication from the Association of American Medical Colleges entitled "**Understanding and Addressing Sexual Harassment in Academic Medicine.**"

The 4th section in particular, Collecting Innovative Practices, features LEO and other UNM entities as one of nine institutions creating and implementing innovative strategies in the areas of:

- Centralizing and Expanding Reporting,
- Communicating Transparently about Harassment Incidents, and
- Training Beyond Compliance

You can read the whole publication [here](#).



BUILDING INCLUSIVE LEADERSHIP

Applications now open!

All SOM learners are invited to apply for LEO's Building Inclusive Leadership program! [Click here](#) to learn more about the program and to apply. Applications are due by December 4 at 11pm.

"This program was a highlight of my UNM education thus far."

-BIL pilot program participant

What is it?

Building Inclusive Leadership (BIL) is a six-month cohort program aimed at developing SOM learners' understanding of and advocacy for marginalized identities. Cohort members will receive a stipend for their participation.

Sessions will focus on race & ethnicity, disability justice, power & privilege, mental health, and more.

Results from the pilot program of BIL:



What is the time commitment for participants?

- The BIL program will run from January 2023 to June 2023
- BIL will meet on the 2nd and 4th Tuesday of each month from 5:30-7p, beginning on January 10, 2023
- Participants are expected to attend all sessions

"This program is something I never thought I needed. I definitely needed this, and I'm so grateful I got the opportunity to join."

-BIL pilot program participant

[Click here to learn more & to apply](#)

DATA DEEP DIVE:

When mistreatment negatively impacts learners' ability to take care of patients and/or work with their teams

LEO asks learners who report mistreatment to select from a drop-down menu of possible negative impacts the mistreatment had on them. A full list of these outcomes can be found in our data section on the page "How Does Mistreatment Impact Learners."

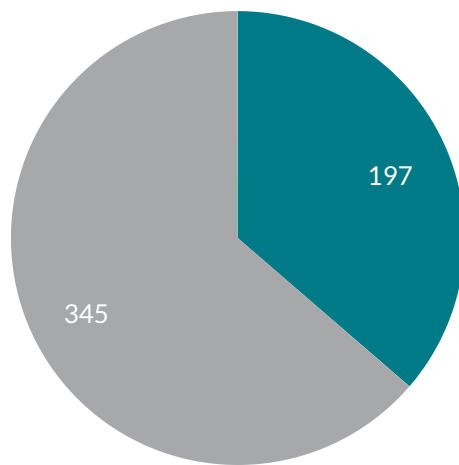
For the following analysis, we looked at reports that indicated **"my ability to take care of patients"** and/or **"my ability to work productively with the team"** were negatively impacted by the mistreatment. We compared this group to reports that did not indicate either of those impacts.

We'll refer to these groups as **"patient and/or team related"** and **"all other reports."**



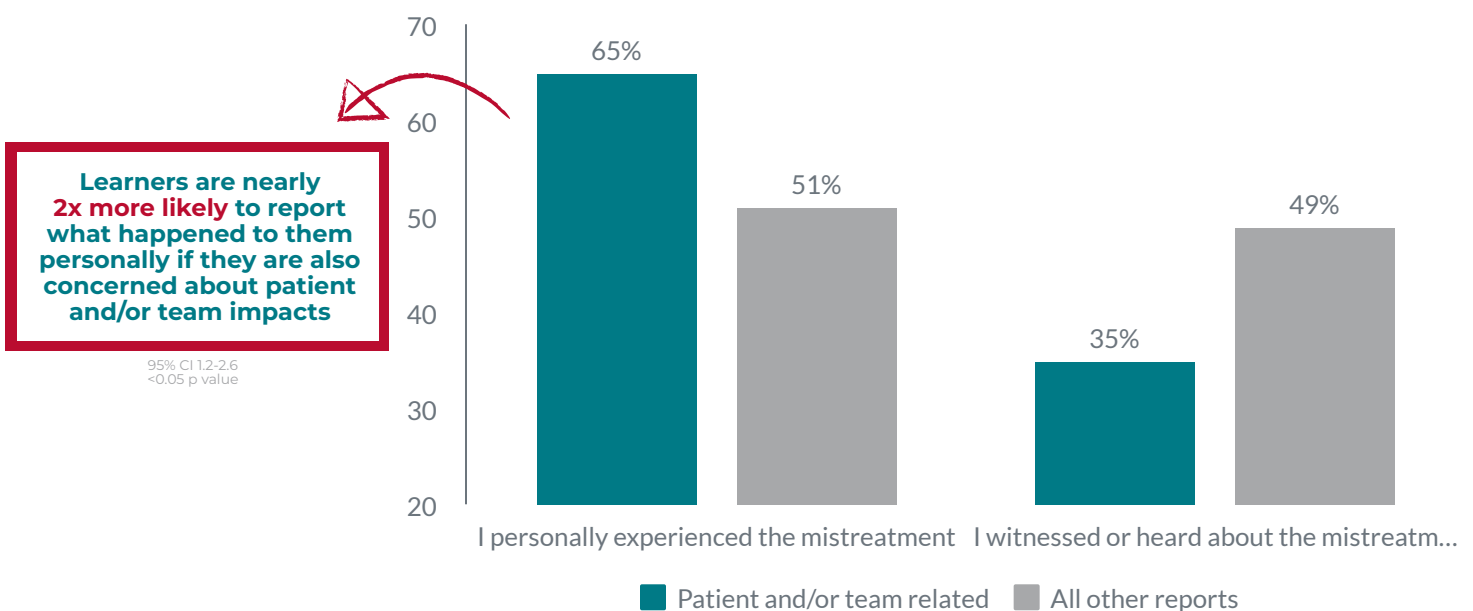
Please Note: We cannot say that patient care and/or outcomes are impacted by this mistreatment as we do not collect that data; however, it is important to take seriously learners' perceptions of their ability to take care of patients, as this can be distressing. Furthermore, we are not making any judgements about causation—we are exploring correlation.

Total reports to LEO: 542



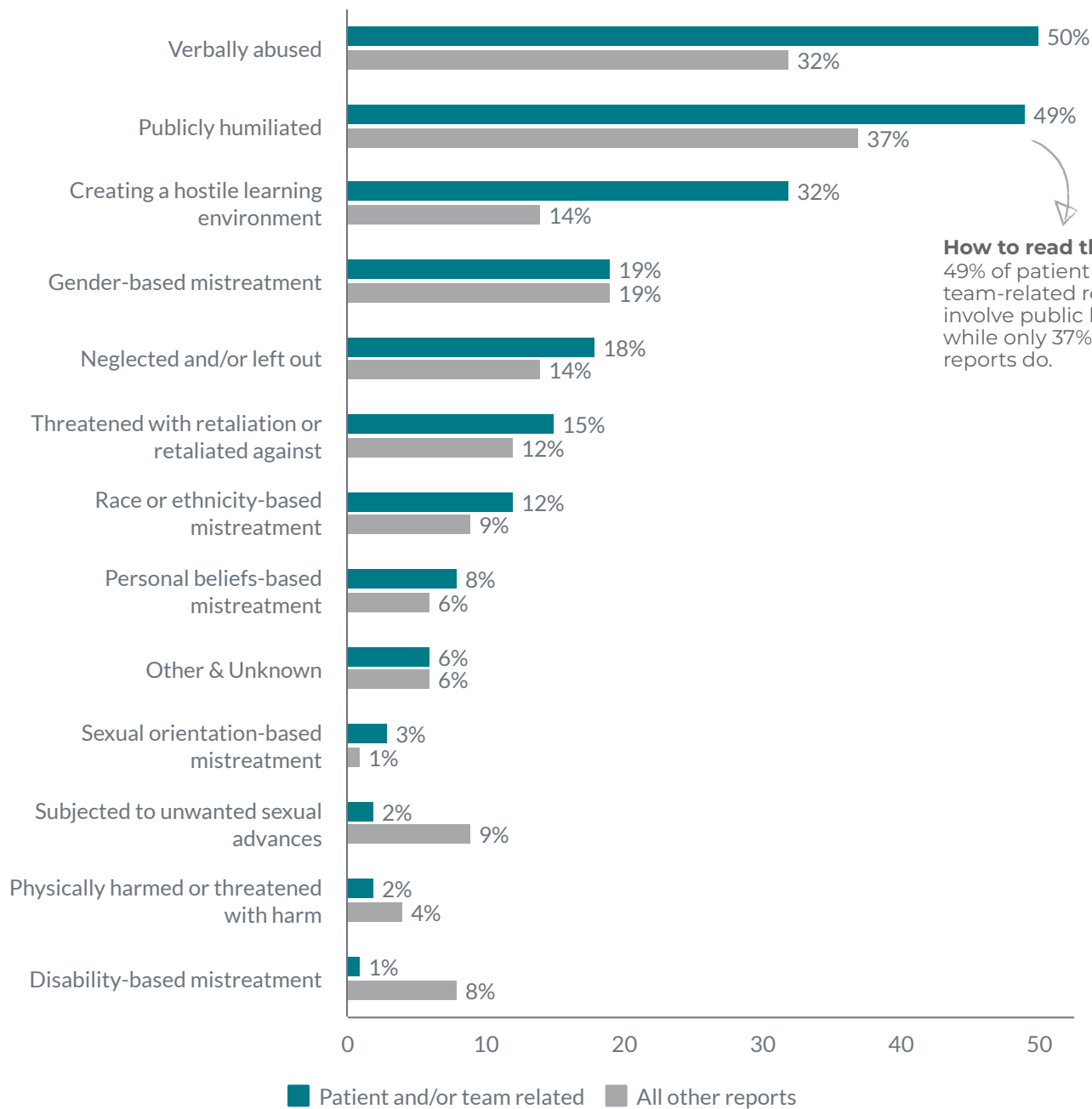
■ Patient and/or team related (36.35%)
■ All other reports (63.65%)

How are reports made to LEO?

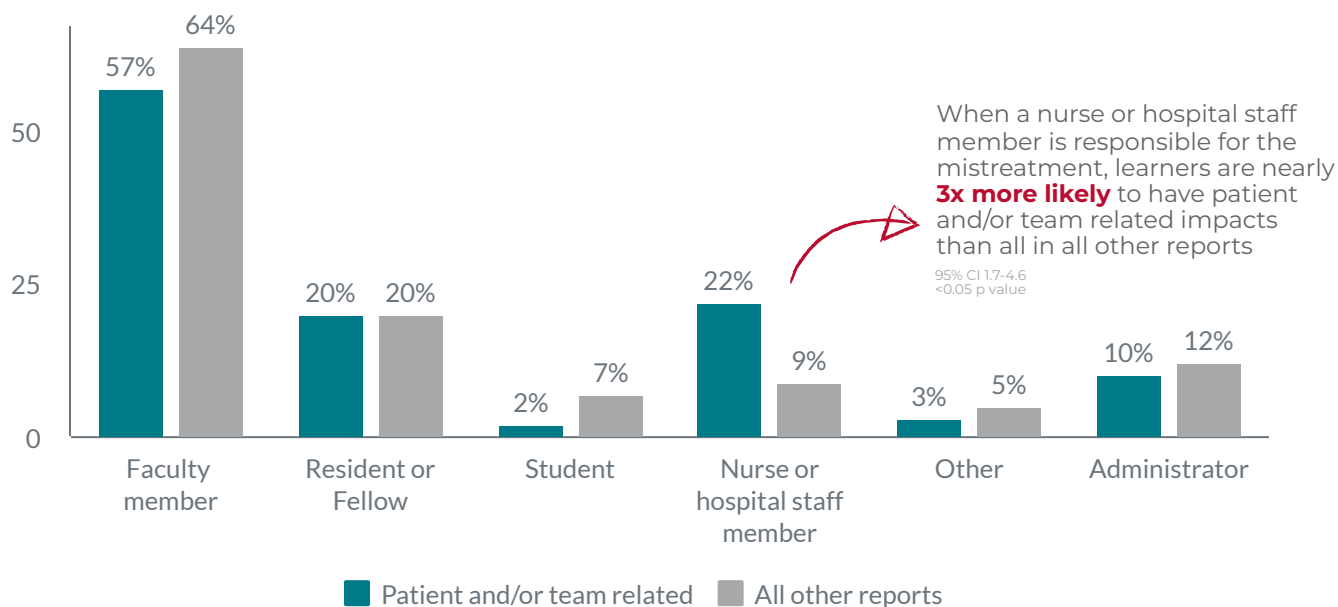


What types of mistreatment are being reported?

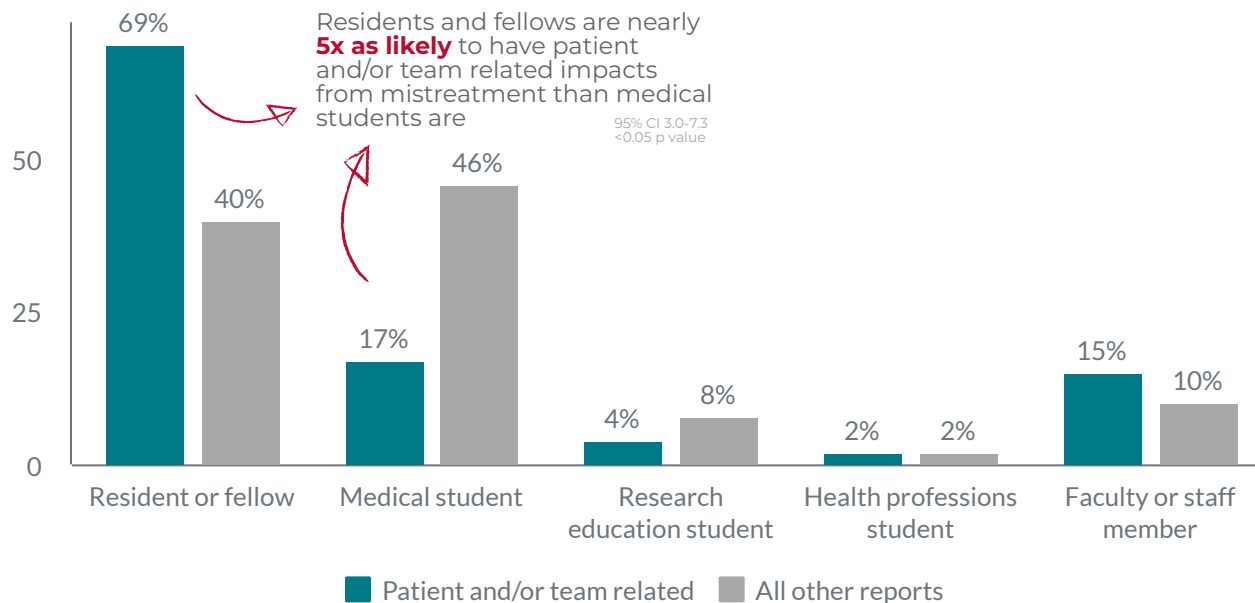
Remember learners can select all that apply



Who is reported for mistreating learners?

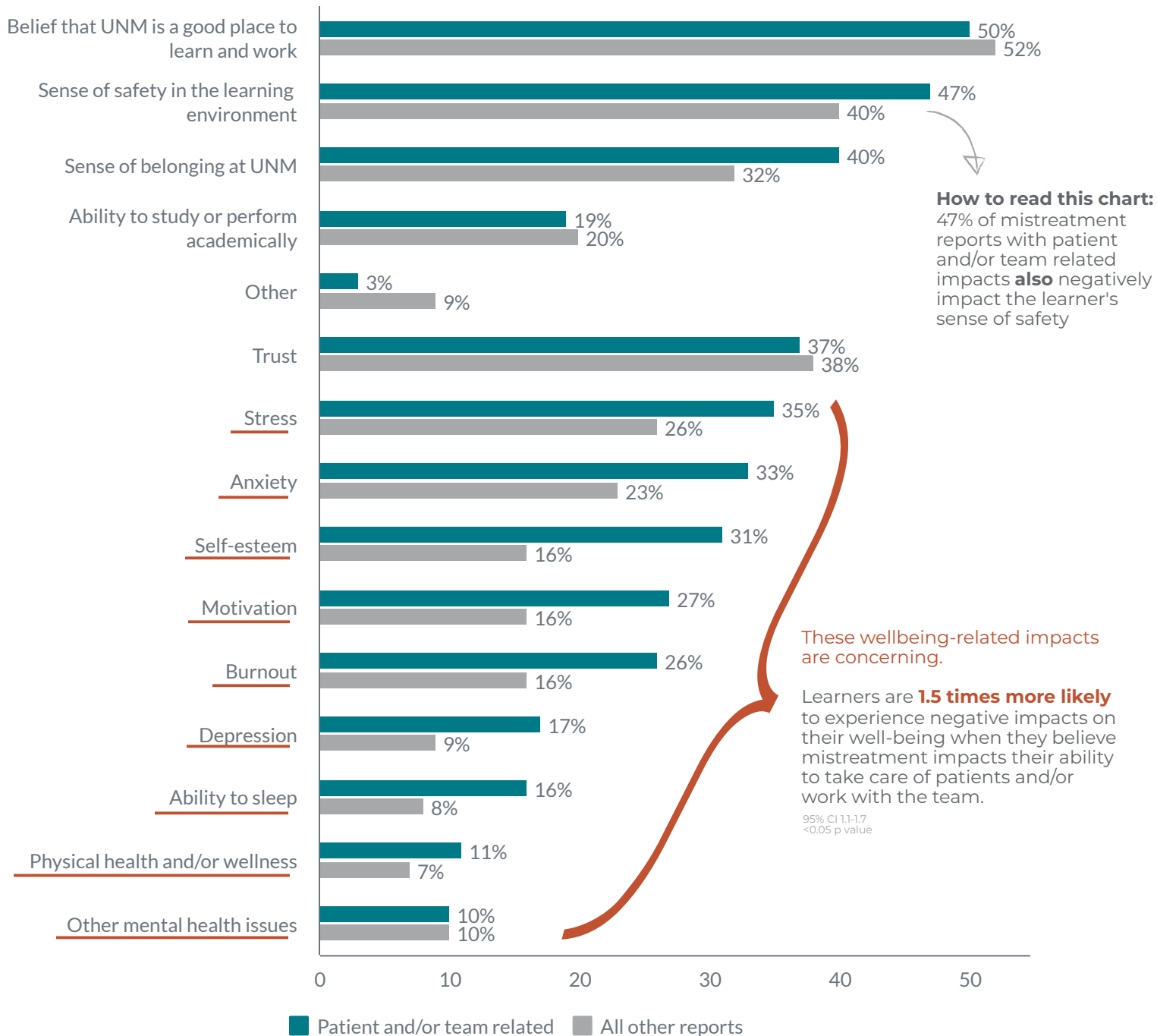


Who is being mistreated?



What other negative impacts are learners reporting?

Remember learners can select all that apply



Discussion Questions

The data above show that when mistreatment negatively impacts learners' ability to care for patients and work productively with their teams, they are more likely to:

- Report personally experiencing mistreatment
- Be mistreated by nurses or hospital staff
- Be GME learners
- Have additional negative well-being related impacts

Based on those facts:

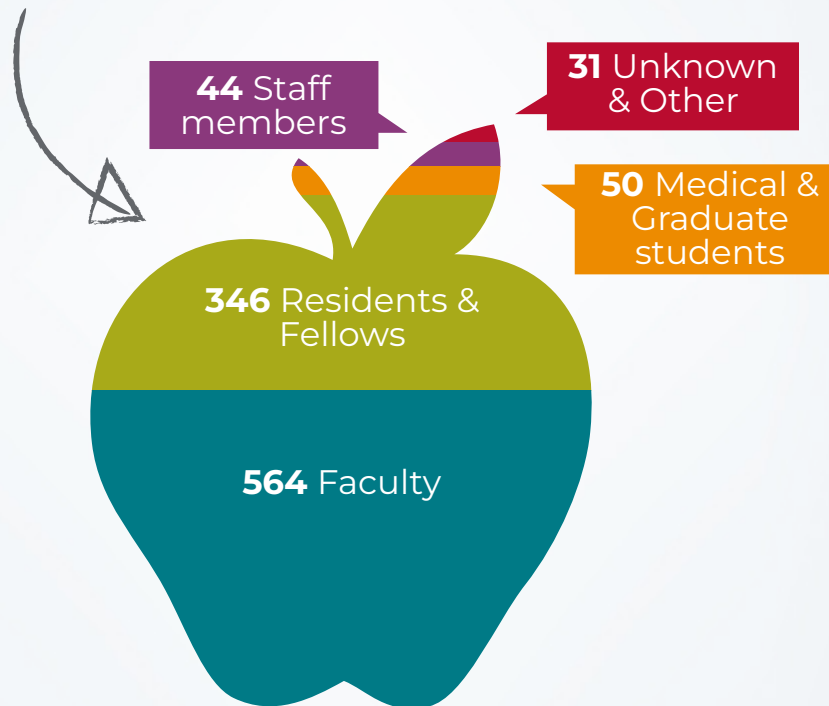
1. What can you do as a leader in your learning environment to support mistreated learners as they struggle to care for patients and work with their teams?
2. How can you work to limit these negative impacts for learners experiencing mistreatment?
3. How might a focus on learner and provider well-being, along with patient-care, help improve learning environments?
4. What strategies can we envision for how to repair trust and build teams after a mistreatment incident?
5. Given resident/fellows' primary role in patient care and high rates of mistreatment (see prevalence data in the [Q2 report](#)), what can leadership, including program directors, do to:
 - support learners who have been mistreated,
 - improve the well-being of learners who have been mistreated,
 - reduce and prevent mistreatment, and
 - enact system enhancements?

iTeach: Recognizing Exemplary Teachers

1,035
TEACHERS

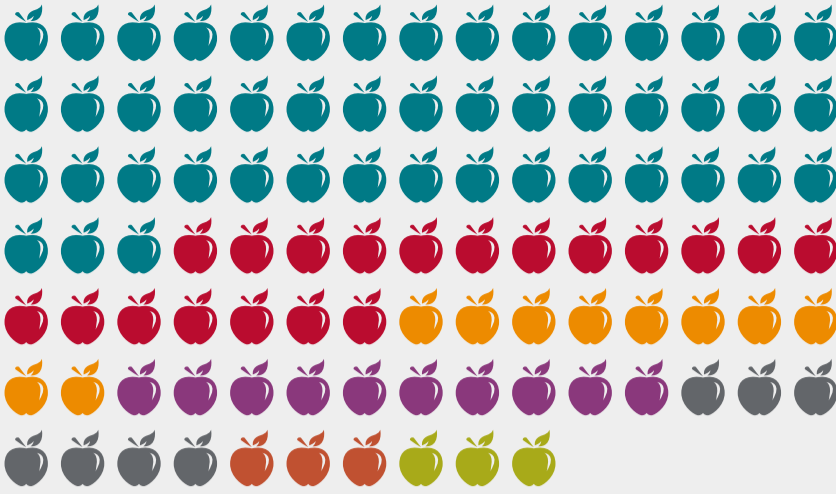
have been
recognized
for exemplary
teaching by a
total of

4,066
LEARNERS



[Click here](#) to send an iTeach recognition to a teacher today!

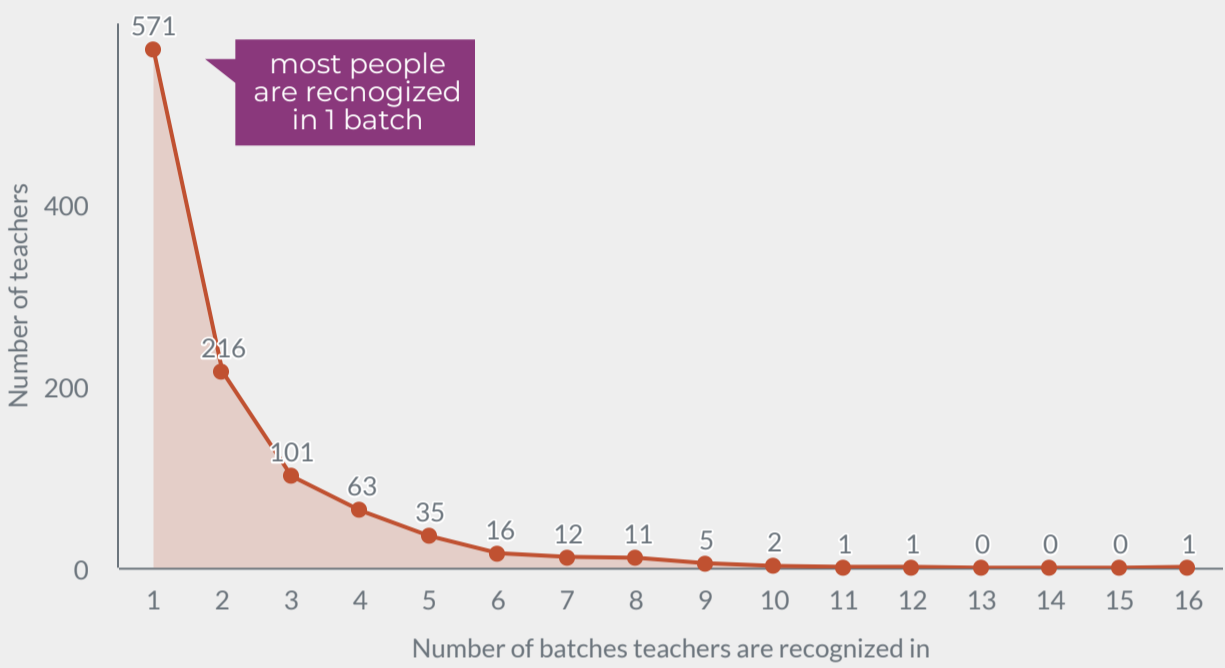
How many learners have recognized each of those teachers?



48% recognized by one learner
 19% two learners
 10% three learners
 10% 4-5 learners
 7% 6-10 learners
 3% 11-20 learners
 3% 21-130 learners!

Batches: How we measure the frequency and consistency of recognition for each person

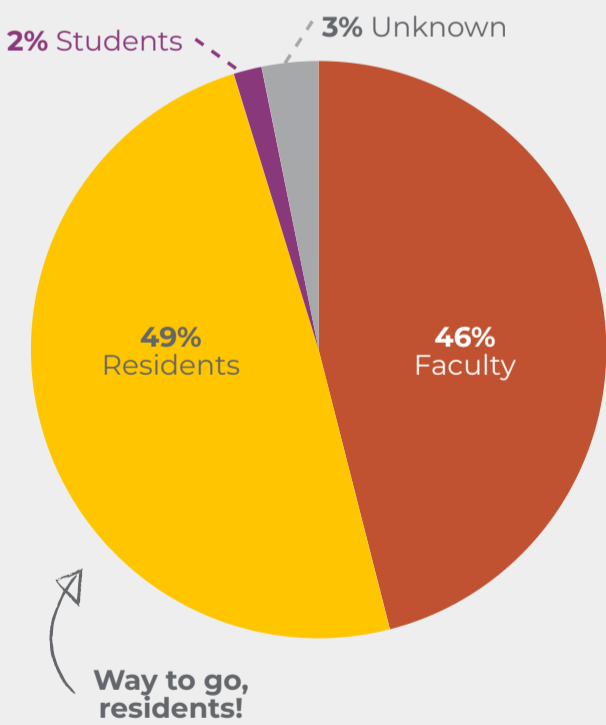
A batch is 1-2 months of data. Most recognized teachers have been recognized in one batch, but some are consistently recognized by learners over time. 37% of recognized teachers have been acknowledged in 4 or more batches, and 5 teachers have been recognized in 10 or more.



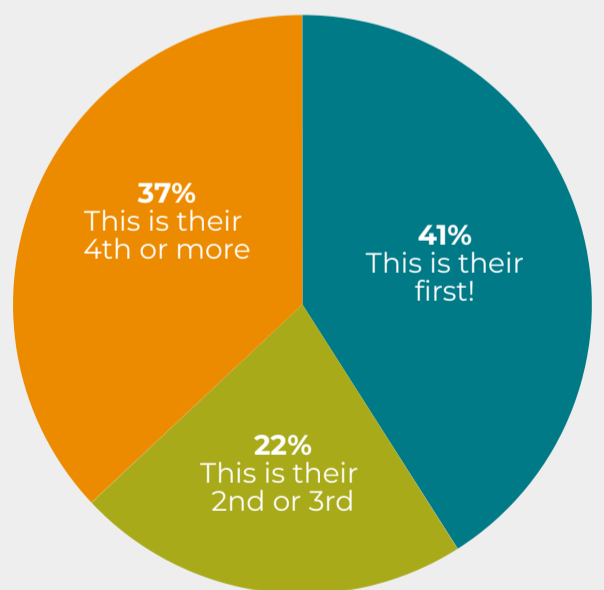
Let's take a look at the most recent iTeach data from medical student Phase II clerkships

A total of **126 people** were recognized by medical students during their Block 1 and Block 2 clerkships this year. Those 126 people racked up **611 recognitions**, for an average of almost 5 per person! Those 126 folks are broken down below:

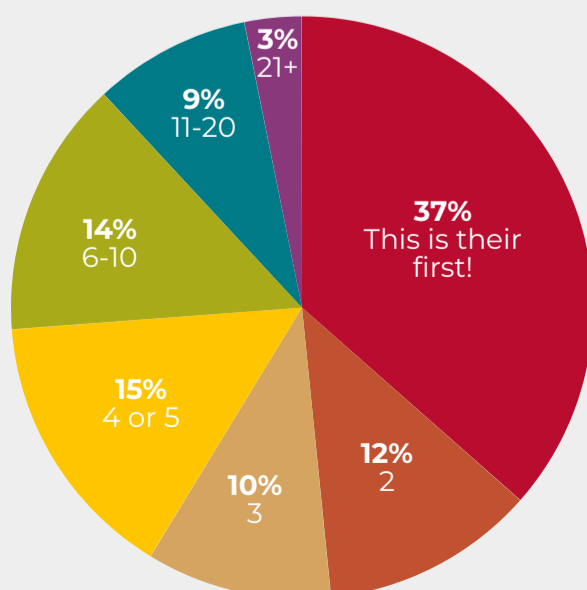
Who are the 126 people?



How many batches have they been recognized in?



How many learners have recognized them all time?



More than half of these are residents, including some interns who are in their first 1-2 months of teaching ever!

ADDRESSING MISTREATMENT: Data Review

July 24, 2019 - September 30, 2022

LEO shares these data to create greater transparency in the UNM SOM community about mistreatment. We use these data to inform our work to reduce and prevent mistreatment, and to most effectively respond to incidents that occur.

Since LEO began collecting reports of mistreatment in July, 2019, we have received **533 reports of mistreatment**. We can break those down this way:



Some incidents are reported more than once (for example, by a few different witnesses). When we remove these 46 duplicate reports, we have **reports of 487 separate incidents**.

We have received 29 reports of behavior that, after investigation, we have determined does not rise to the level of mistreatment. This is 5% of all reports made.

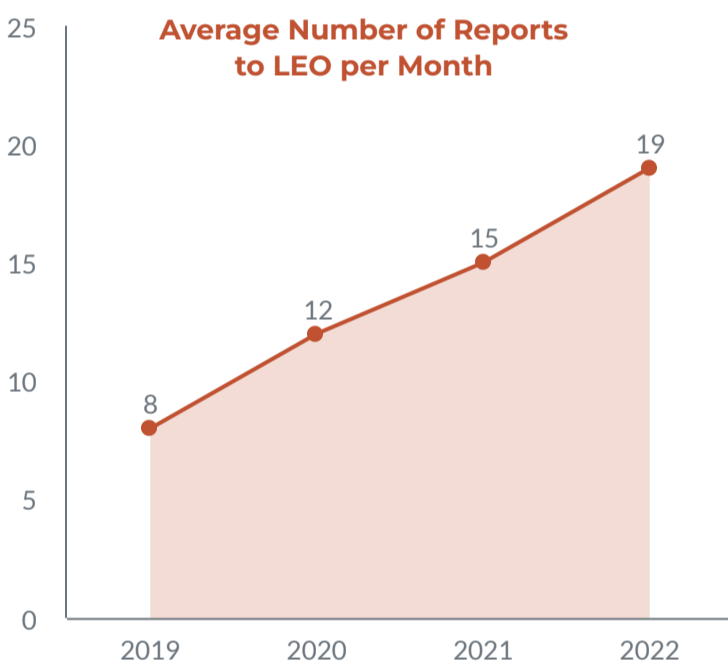
Once we remove these 29, we are left with **458 unique incidents of mistreatment, which is 86% of all reports made**.

- Unique incidents of mistreatment (85.93%)
- Duplicate reports (8.63%)
- Does not rise to the level of mistreatment (5.44%)

In most of the data on the following pages, we are looking only at the **458 unique incidents of mistreatment**. However, in some cases when it is more appropriate, we are looking at all 533 reports filed. Make sure to check out the "n" for each set of data.

How many reports are coming to LEO each month?

n = 533, all reports filed to LEO



You can see that the average number of reports per month has increased every year, from 8 in 2019 to 19 so far in 2022.



FAQ: I thought mistreatment numbers were down. Is that true?

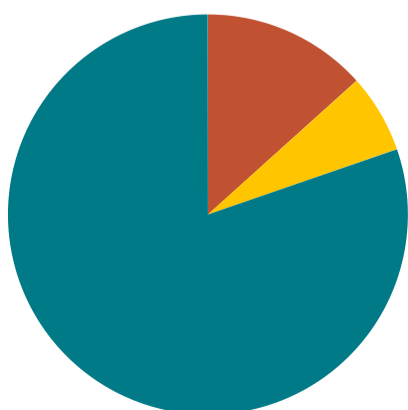
We don't know yet. We believe mistreatment remains underreported, especially in areas that are high-risk for potential retaliation, such as small learning environments. As more trust grows in LEO's system, and more faculty and staff become aware of how to report on behalf of learners, we expect these average numbers to continue to go up.

Check out the graph below for when these 533 reports have come in. It looks like the summer transition months may be consistently slow, but we'll likely need a few more years to see the patterns more clearly.



What is the status of reports to LEO?

n = 487, all reports filed to LEO except for duplicates



13% of cases are open. Open cases may be:

- In active fact finding
- Scheduling meetings with relevant stakeholders
- Awaiting response from impacted learners
- Waiting for delayed action (on request of learners)
- Writing and sending recommendation memos
- Awaiting decisions from the Mistreatment Response Committee

Another 6% are pending. Pending cases may be:

- Awaiting monitoring periods
- Waiting for stakeholders to report back on feedback conversations

- Open cases (13.35%)
- Pending cases (6.37%)
- Closed cases (80.29%)

Data within this section are disaggregated by year. As you can see below, 2022 already has more reports of **unique incidents of mistreatment** than all of 2020 or 2021.

2019: 45 reports (Reporting system launched in late July)

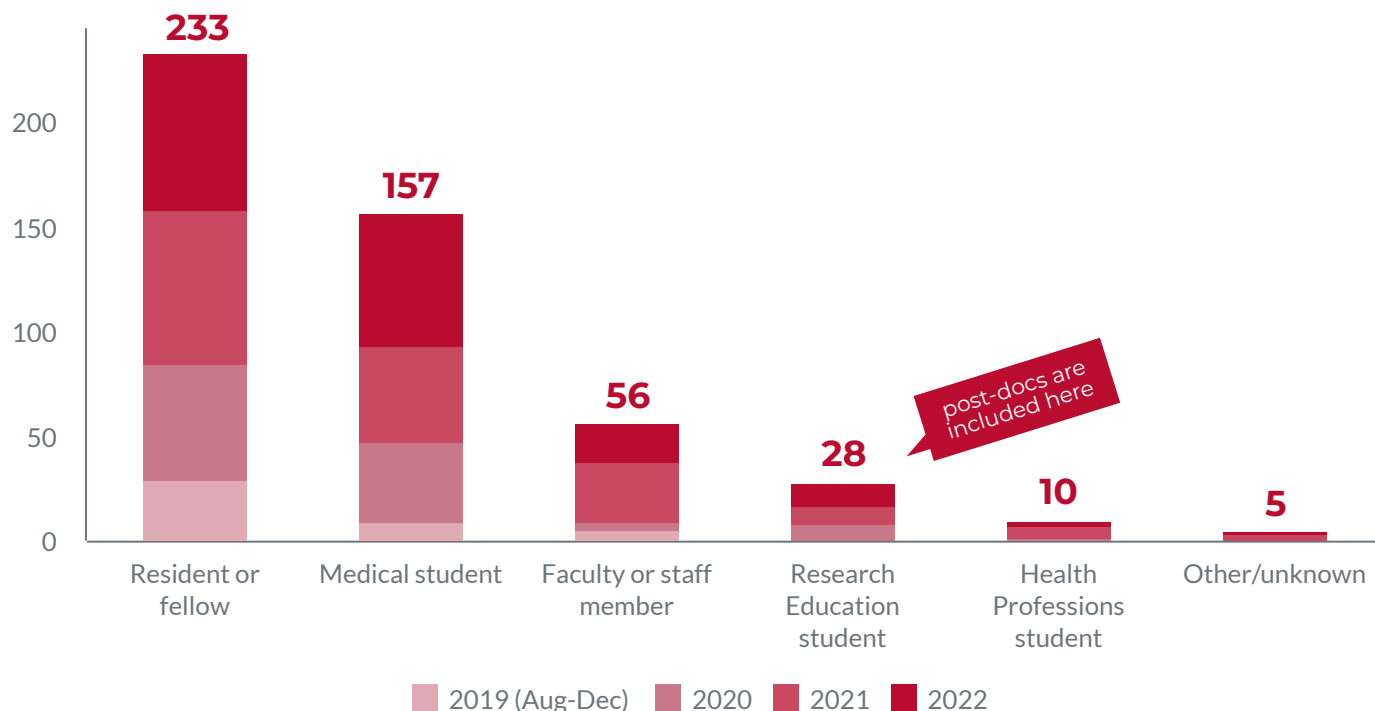
2020: 105 reports

2021: 148 reports

2022: 160 reports (through September 30)

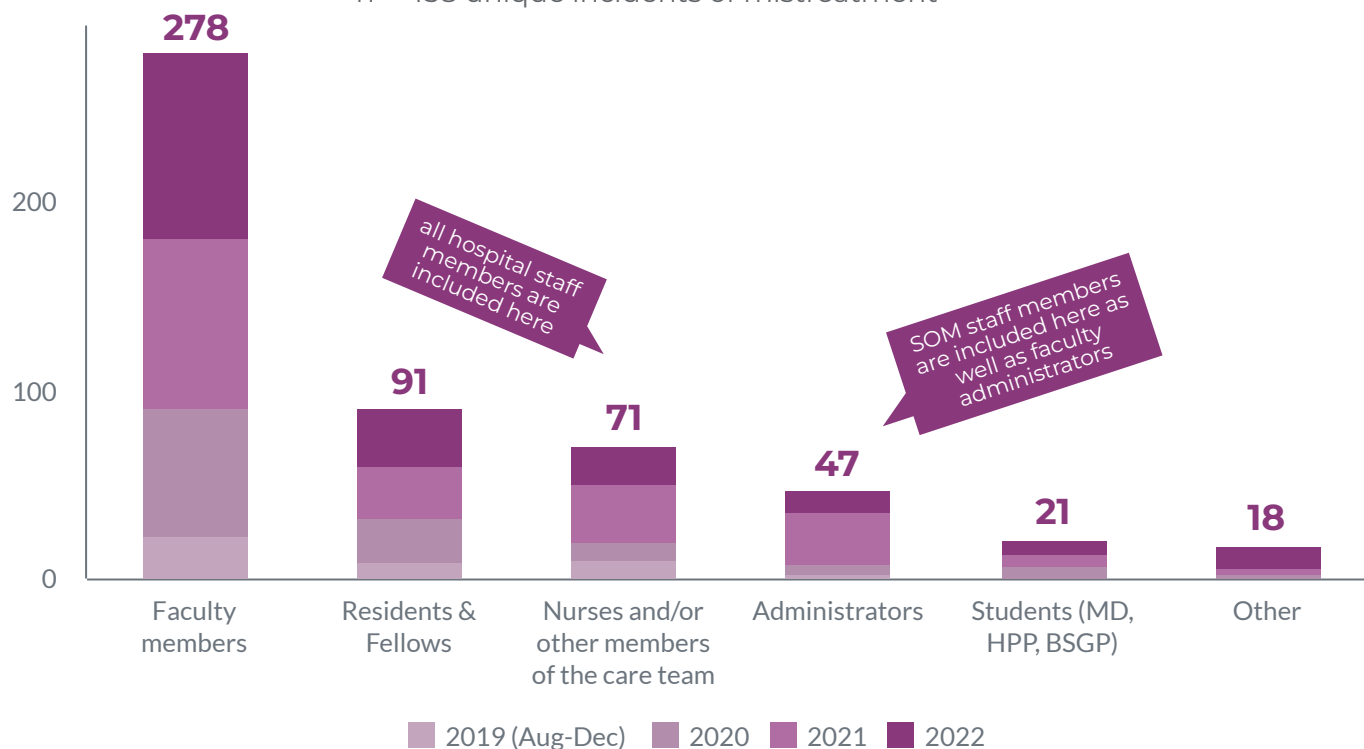
Who is Mistreated?

n = 458 unique incidents of mistreatment



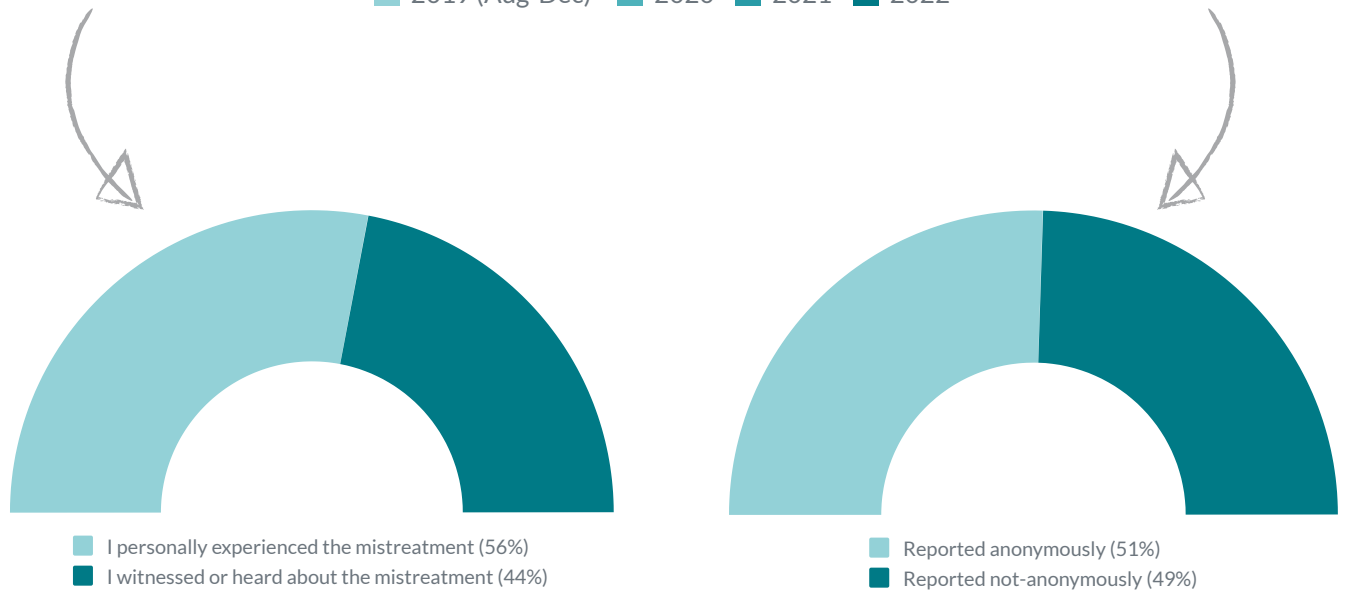
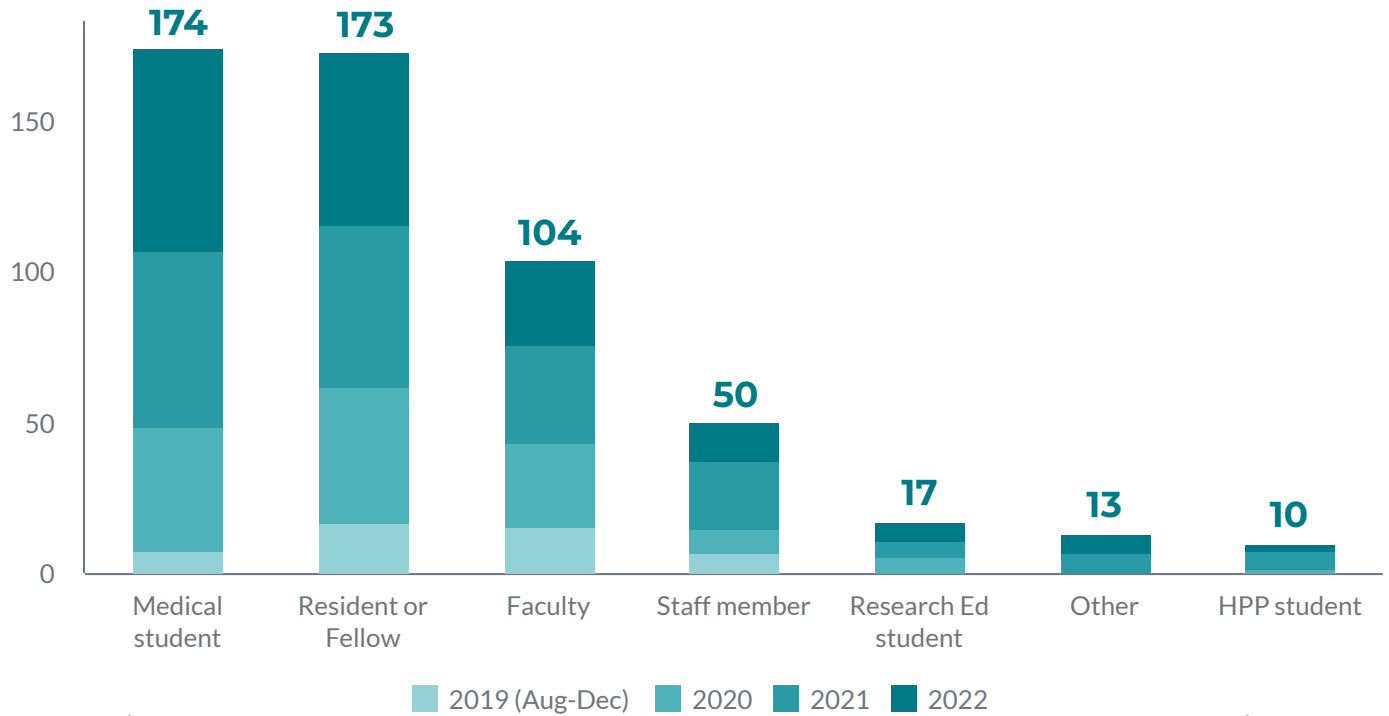
Who is Reported for Mistreating Learners?

n = 458 unique incidents of mistreatment



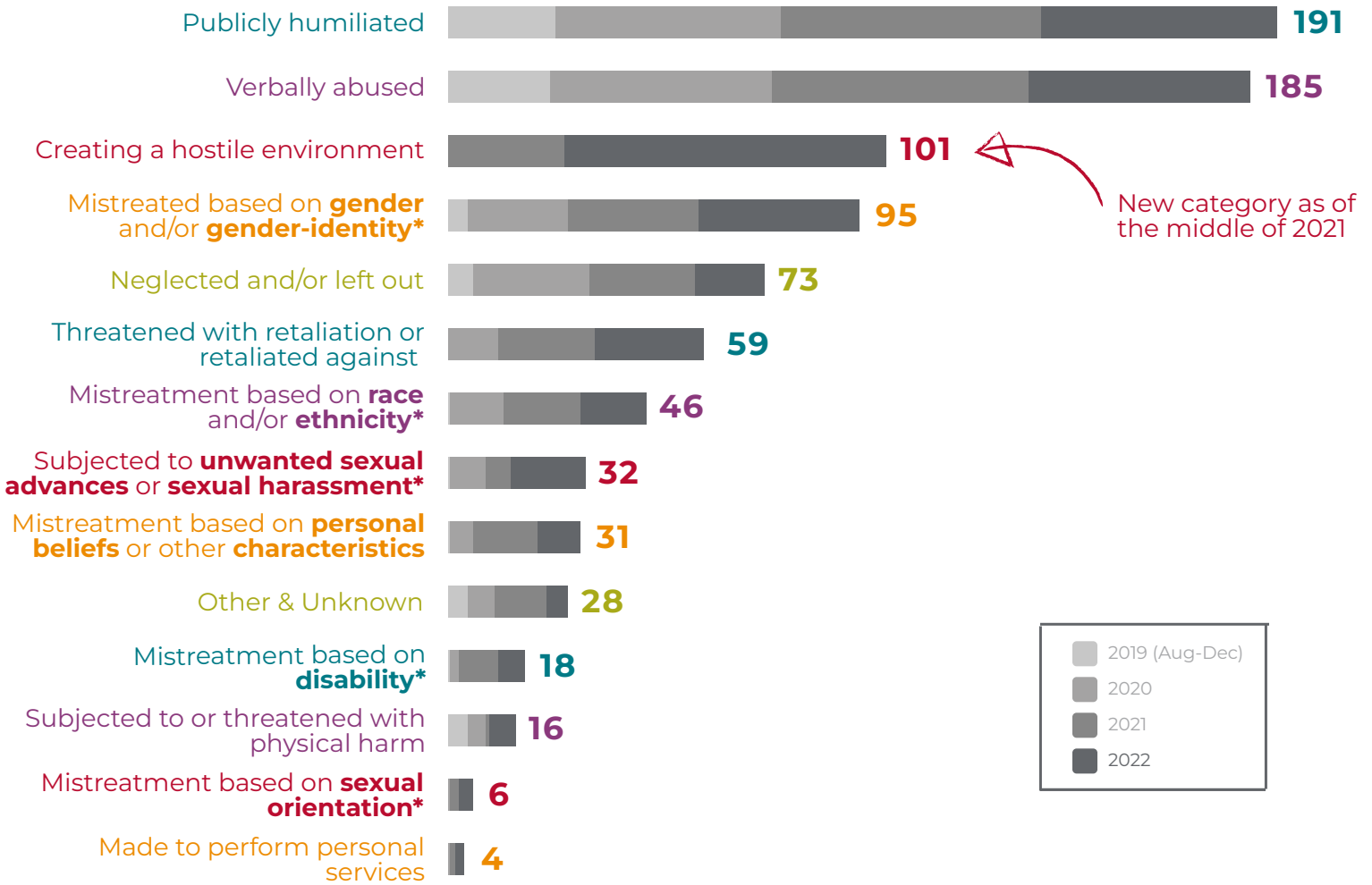
Who Reports to LEO and How?

n = 533, all reports to LEO



Types of Mistreatment

Each incident can include multiple types of mistreatment
n = 458 unique incidents of mistreatment



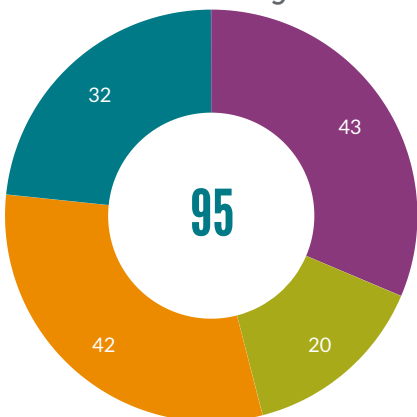
*Categories marked with an * are violations of Title VII and/or Title IX and are worked in partnership with the UNM Office of Compliance, Equity, and Equal Opportunity



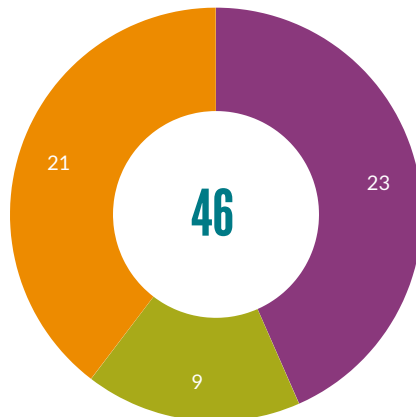
FAQ: What kinds of identity-based mistreatment are being reported?

Answer: Primarily offensive language, as well as differential treatment based on identity (for example, a provider who is generally kinder to residents who are men than to residents who are women). Check out the breakdown below, and remember that incidents may fall in multiple categories.

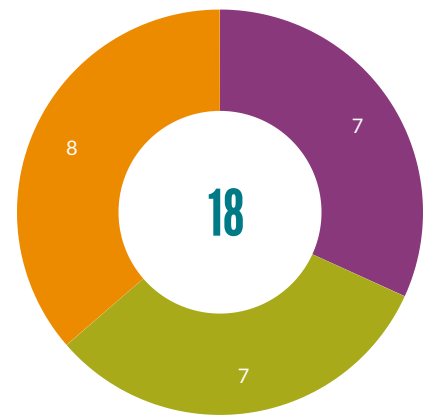
Gender & Gender-Identity



Race & Ethnicity



Disability



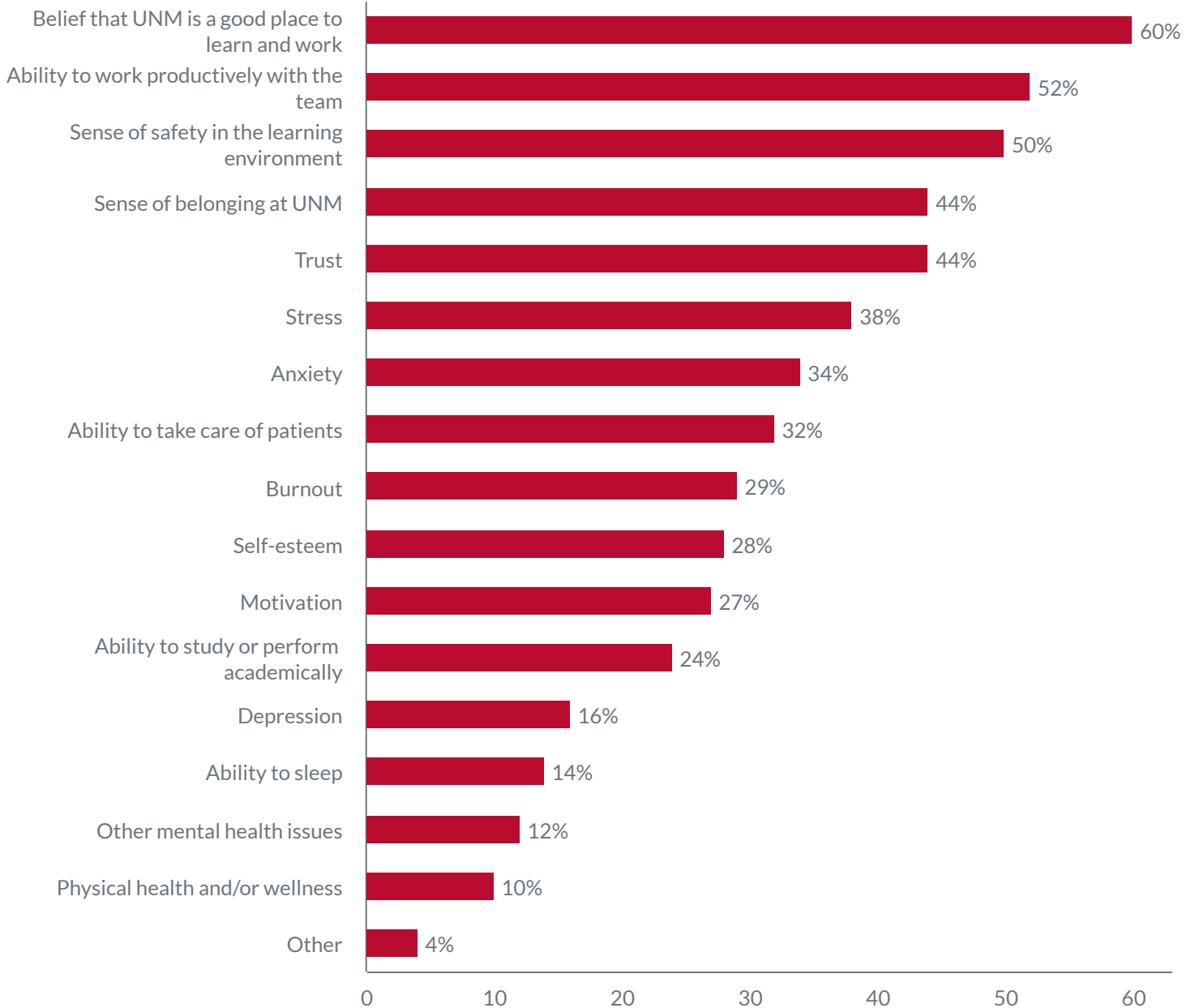
- ⊙ Subjected to offensive remarks or names about identity
- ⊙ Denied opportunities and/or received lower grades/evaluations due to identity rather than performance
- ⊙ Other offensive behaviors related to identity
- ⊙ Subjected to unwanted sexual advances

How Does Mistreatment Impact Learners?

Beginning June 2020, LEO added a question to the reporting form that asks how this behavior has negatively impacted them. The question offers drop-down options, as well as write-in options.

So far, **245** of the incidents included in this report have provided this information. Reporters can select as many of the options as they would like.

"This behavior negatively impacted my:"



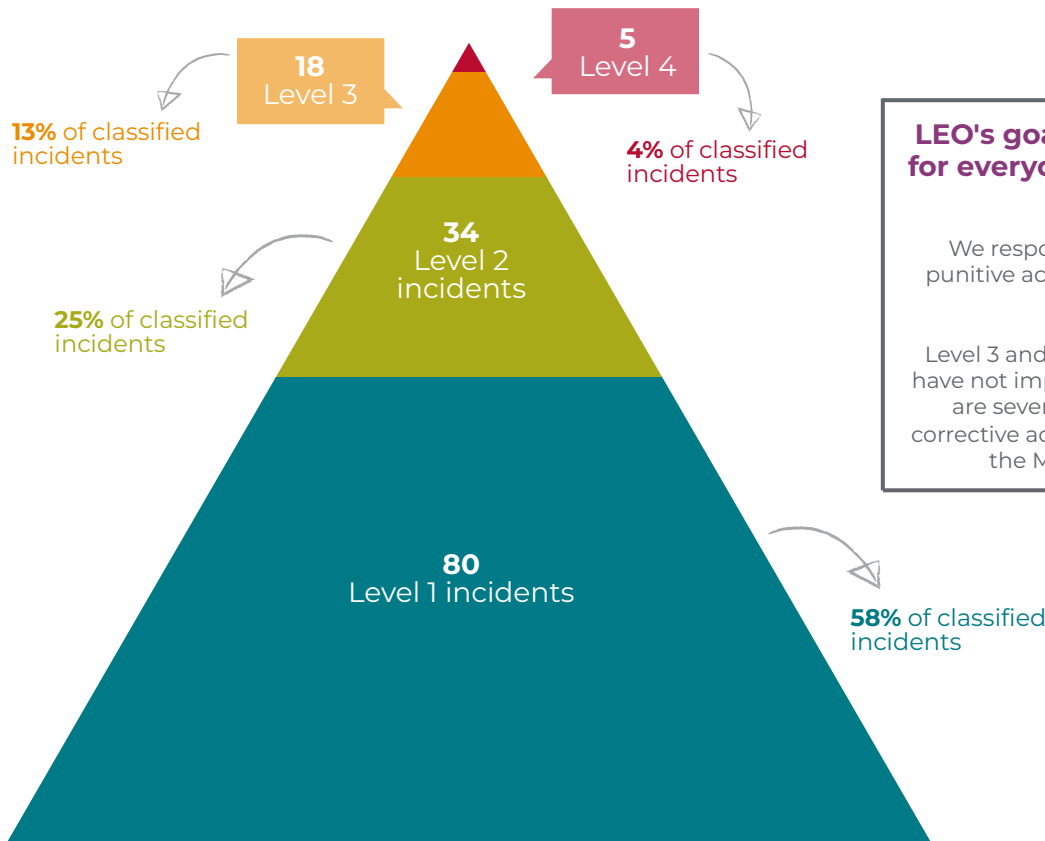
How are Incidents Classified on the Mistreatment Response Pyramid?

n = 137 classifiable incidents

Note: LEO classifies each applicable incident using the Mistreatment Response Pyramid. The pyramid takes into account both **severity** of the incident and **patterns** of behavior. Level 1 incidents are first-time offenses that are not severe. Level 4's, in contrast, are the most severe of incidents.

 **Note: We are changing the way we're reporting out data on level and actions taken to be more accurate. Here's why:**

Imagine one person is reported for 15 incidents within a month, and LEO designates all of those reports as "Level 3," and creates one set of recommendations. It wouldn't be accurate to report that as 15 Level 3's, or 15 recommendations for XYZ. We're now reporting out on sets of recommendations and designations, so that person would count as **one** Level 3 and **one** recommendation for XYZ. Of course, if that person were to be reported next year, that would count as a new designation and a new recommendation.



LEO's goal in responding to incidents is for everyone to be the best teacher they can be.

We respond to Level 1 and 2 incidents with non-punitive actions that will help teachers improve and gain skills.

Level 3 and 4 incidents are patterned behaviors that have not improved after previous interventions, and/or are severe enough behavior that disciplinary or corrective actions are warranted. These incidents go to the Mistreatment Response Committee.

Outcomes of Closed Cases

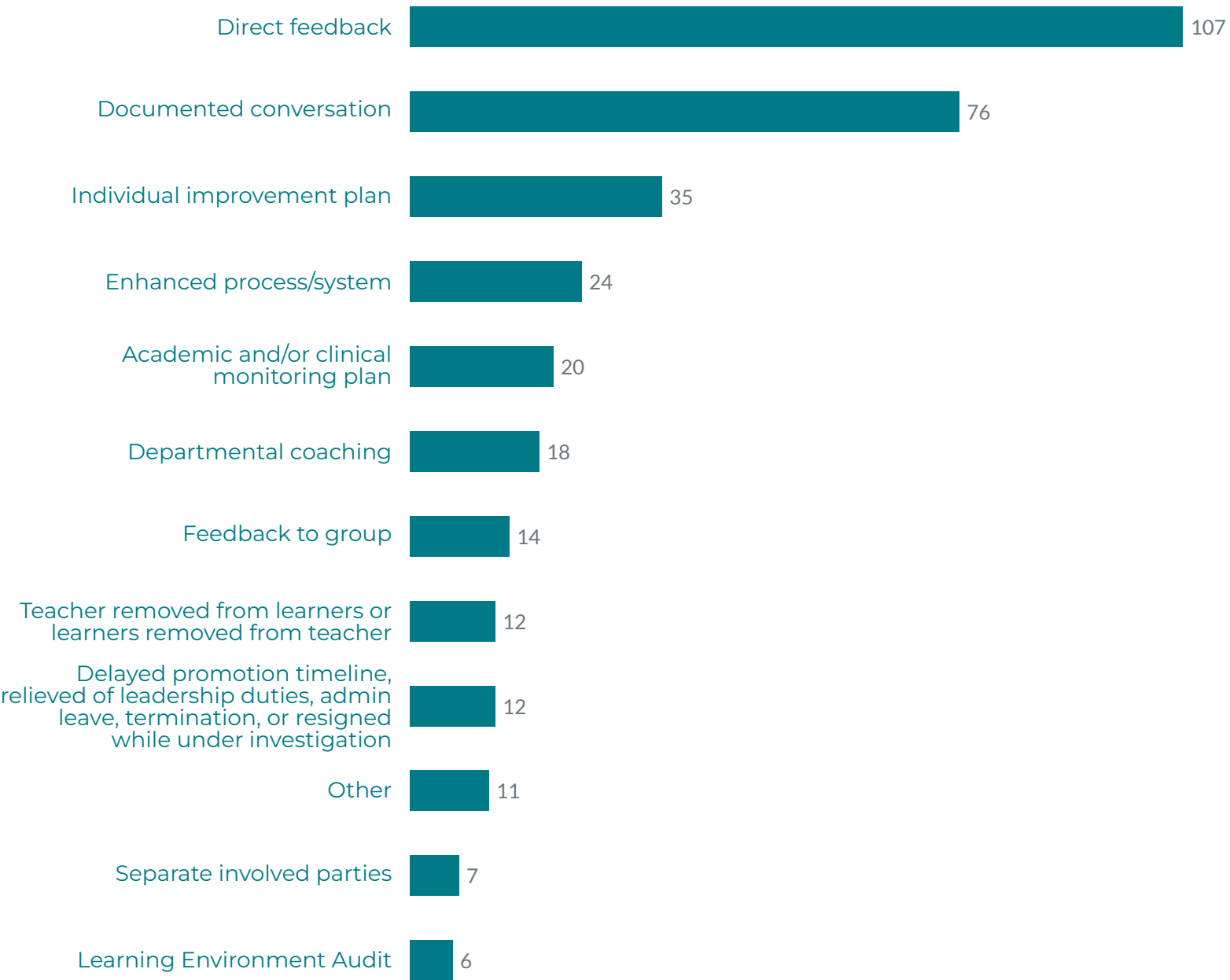
n = 341 cases that have reached this stage



Note: LEO team members do not take action themselves. LEO recommends appropriate actions to department chairs, division chiefs, program and clerkship directors, and others, based on the incident level. This partnership between LEO and leadership ensures consistency and standardization across the SOM.

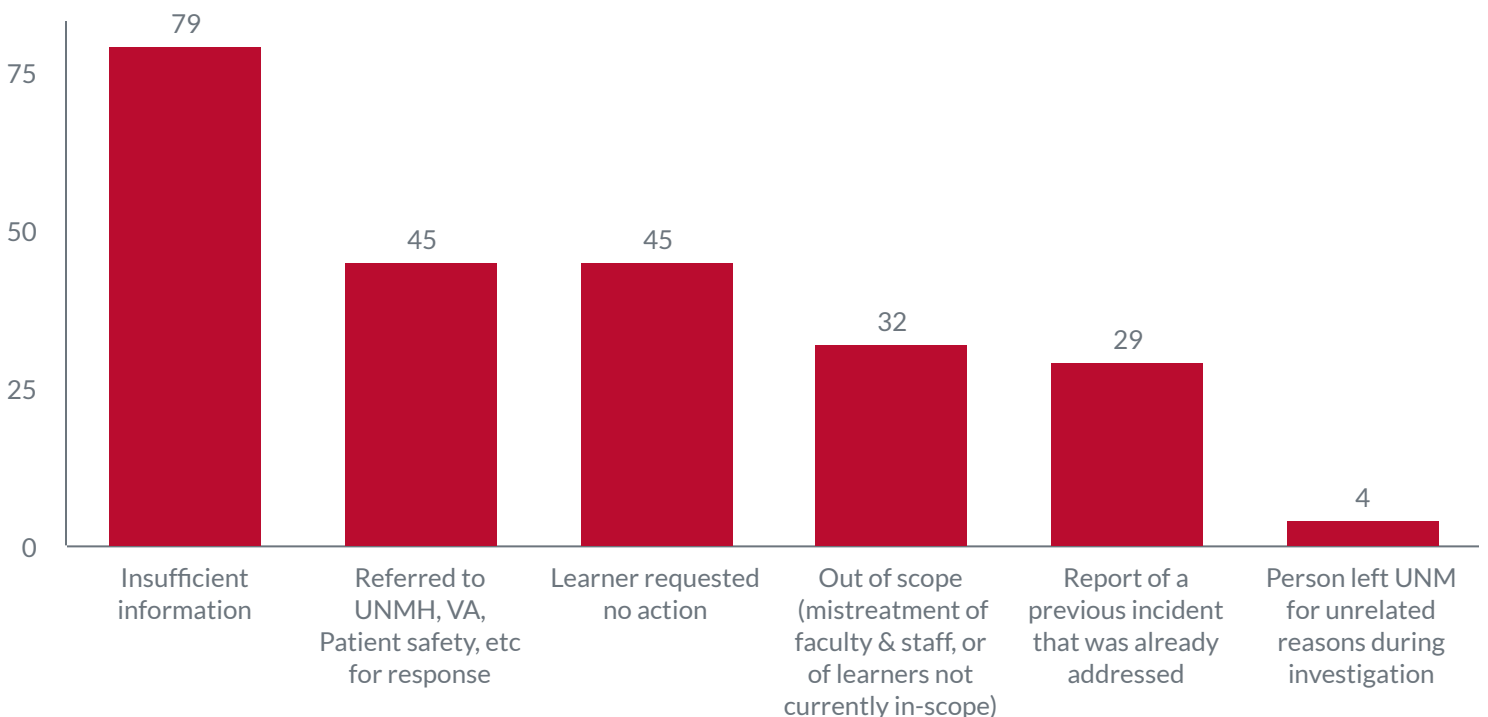
Actions Recommended

Multiple actions can be recommended for each incident



Reasons LEO has Not Recommended Action

LEO doesn't recommend action for every incident. Some of the reasons for that are:



WELCOME DR. PATRICIA FINN!



LEO is thrilled to be working with the new SOM Dean, Dr. Patricia Finn. LEO was founded under former Executive Vice Dean Dr. Martha McGrew and Dean Dr. Paul Roth and we deeply valued our strong relationships with Drs. McGrew and Roth and their commitment to LEO's work. We are very excited to be working with Dr. Finn in her new role as Dean, and to continue to work together to innovate and find new ways to help SOM leadership improve the learning environment for all learners.

GET TO KNOW THE LEO TEAM!

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